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ABSTRACT

This paper underscores the significance of personal dignity, decency, and integrity as the core values and symbiotic concepts to promote human rights education. It proposes a proactive model with philosophical ramifications and practical applications proposed for educators, researchers, and mental health practitioners interested in human rights issues and global peace. The model assumes that matters relating to ethics and values rather than economic and political structures play a prominent role in causing and resolving problems at all levels: local, social, and international. The goal of the model is to inculcate moral sensitivities that are necessary for people to become responsible, genuine, and caring global citizens. The paper states that human rights actions have to become a priority, and educators have to develop new attitudes of empathy, genuineness, and respect. Major emphasis is placed on developing and enhancing critical thinking. The paper also lists some of these strategies as: intellectual curiosity, open-mindedness, flexibility, intellectual honesty, and respect for others' viewpoints. (JDM)

**Human Dignity, Decency, and Integrity
as the Sine Qua Non of Human Rights Education:
A Proactive Conceptual and Practical Framework
for Promotion of World Peace**

by

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Human Dignity, Decency, and Integrity as the Sine Qua Non of Human Rights Education: A Proactive Conceptual and Practical Framework for Promotion of World Peace

This presentation will underscore the significance of personal dignity, decency and integrity as the core values and symbiotic concepts to promote human rights education. A proactive model with philosophical ramifications and practical applications will be proposed for educators, researchers, and mental health practitioners interested in human rights issues and global peace. Suggestions will be made how to implement and assess the efficacy of this newly postulate model.

Introduction

This proactive model is proposed to enhance global peace through human rights education. This model assumes that matters relating to ethics and values rather than economic and political structures play a prominent role in causing and resolving problems at all levels: local, social, and international (Reardon, 1995). The global system issues are human rights issues. The disparity in ethics as applied to one's own group and outer groups seem to be the underlying reasons of ethno-conflicts, historical hate and ethno-violence.

In order to promote intercultural and international harmony and peace, it is imperative that human rights education place major emphasis upon cultivating the abilities of individuals to make their daily decisions on principles that value human decency and human dignity. Thus, the ultimate goal of this model is to proactively inculcate moral sensitivities that are necessary for people to become responsible, genuine, and caring global citizens. For this reason, it is important that educators, researchers, and mental health practitioners have some well thought and preplanned strategies and action plans.

To implement new action plans, it is crucial that there are some shifts in social, political, and economic paradigms. Naturally emphasis from elitism would change to egalitarianism. Not only political democracy shall remain important, but also "cultural democracy" and eventually "economic democracy" would become essential. Glorification of the individual and human rights concern would gain prominence. Diversity would be celebrated and differences would be acknowledged, accepted, accommodated, and appreciated.

The new paradigms will require new approaches for implementation. Intrapsychic models will also have to be re-examined from inter-psychic perspectives. The focus from autoplasic concerns should also review alloplastic possibilities. These approaches have to be proactive in nature. Human rights actions have to become a priority which would require commitment through sacrifices of time, efforts, and willingness to tolerate criticisms. The educators themselves have to develop new attitudes of empathy, genuineness, and respect. Major emphasis will be placed on developing and enhancing critical thinking through various strategies and techniques. Some of these strategies will include intellectual curiosity, open-mindedness, flexibility, intellectual honesty and respect for others' viewpoints.

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Synopsis of the Presentation

1. Human Dignity and Human Decency as the Core Values to Promote World Peace

2. Role of dignity in human rights education.

3. Paradigm shifts to emphasize the role of human dignity,

Shift from elitism	to	egalitarianism
Cultural democracy	to	economic democracy
Melting pot theory	to	Salad Bowl
Autoplastic	to	allopastic
Reactive approaches	to	proactive approaches
Equal opportunity	to	equity

4. Counter Forces

A. Violence

physical, verbal, emotional, behavioral

B. Prejudice

ethnocentrism, sexism, racism, ageism, classism, elitism, etc.

C. Cultural Alienation

cultural alienation, cultural dissonance, different world views
cultural values

D. Miscellaneous

child rearing practices, ecological adaptation, historical hostilities,
mistrust, unexpressed collective anger

5. Strategies to Promote Human Dignity and Decency
 - A. Three necessary and sufficient conditions (Carl Rogers)
empathy, genuineness, unconditional positive regard
 - B. Critical and Divergent Thinking
intellectual curiosity, objectivity, open-mindedness, flexibility,
intellectual honesty, persistence, respect for other viewpoints
 - C. Values
Acknowledge, accept, accommodate, appreciate, adopt
 - D. Additional Strategies
cooperative learning, problem solving, assertive training, realistic
life planning
 6. Proactive Approaches
 1. Making it a priority
 2. Clear cut mission and goals
 3. Concrete plans
 4. Commitment
educating others, persistence, sacrificing time, energies, and efforts
 7. Evaluation
self-reports, standardized instruments, and other techniques
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Reardon, B.A. (1995). Educating for human dignity: Learning about rights and responsibilities. Philadelphia, PA: University of Pennsylvania Press.